

CHAPTER I

INTRODUCTION

1.1. Background of the Research

English is a subject taught in Indonesian schools. For high school students, English is a necessary subject taught to increase students' knowledge, capacity to communicate in English, and a favorable attitude toward the language. There are four abilities required when learning English. The four skills encompass both receptive and producing abilities. Speaking and writing are productive abilities, whereas listening and reading are receptive ones (Mauliska and D'Angelo 2024)

Reading is a component of language skills that requires interaction with written text in order to acquire meaning and obtain information from it. To understand the meaning of the text, students must be able to analyze and interpret the text in such a way that it is easy to understand the text itself (Rochman 2018). Students should also be aware of the goals of the writers' points of view in order to understand the text. Basic reading skills include the capacity to absorb text, recognize letters, and learn rudimentary vocabulary, which serve as the foundation for more advanced reading abilities. Basic reading skill mastery has a significant impact on pupils' achievement in all areas of learning, both at school and in everyday life (Amir 2020).

According to research conducted by the (Sun et al. 2021), good reading skills are a significant predictor of academic success. Students with great basic reading abilities are better able to follow instruction and have more confidence in participating in academic activities. The results show that strong basic reading skills serve as a significant predictor of academic achievement, and students with better reading skills have higher achievement in various subjects.

Reading abilities can be classified into two types: silent reading and reading aloud (Mendoza and Cruz 2024). Silent reading is the technique of reading a text without making a sound, allowing people to better comprehend and reflect on the material. This strategy is extremely effective for enhancing

reading speed and analytical skills, as well as assisting readers in focusing on the content of the text without interruptions. Reading aloud, on the other hand, requires you to say the words out. This activity is useful for honing pronunciation and intonation, developing listening skills, and strengthening comprehension through social engagement.

Students' reading aloud criteria should contain numerous crucial characteristics that contribute to reading aloud effectiveness. First, clear pronunciation is the most important criterion, as students must grasp and accurately pronounce words so that listeners can follow the text (Wahyuni 2022). Furthermore, intonation and expression are critical, since utilizing the correct tone of voice can help convey the emotion and meaning of the material being read (Rezkie, Sujariati, and Saiful 2021). Then, a reading speed that is neither too fast nor too slow will help listeners understand the reading content. And the last, another crucial factor is the capacity to grab and hold the listener's attention, which requires students to communicate with the audience and make their reading entertaining. Students who meet these characteristics can dramatically enhance their reading aloud skills.

Several studies demonstrate students who master all of the abilities of reading aloud are better at comprehending what they read. The study of (Wahyuni 2022), found that pupils who can read with accurate intonation and good pronunciation are not only easier to understand by listeners, but also better able to capture the meaning and nuances of the text. Furthermore, (Santhi 2022) discovered that effective reading aloud skills improve student engagement, which adds to a deeper knowledge of the subject.

It means that the ability to read aloud is needed to improve students' ability to read, but in reality, when researchers made initial observations, there were still many students who are lacking in reading, especially reading aloud. Many students in grade 8 feel awkward or unconfident when asked to read aloud in front of the class. students feel that fear of judgment from classmates or teachers can inhibit their participation, thus reducing the opportunity to practice. Students often have difficulty in pronouncing words correctly. This can be caused by a lack of understanding of phonetics or

vocabulary that has not been mastered, so their pronunciation sounds unclear or incorrect. and also some students show low interest in reading, which has an impact on their reading aloud ability. When students are not used to reading, they tend to struggle when asked to read aloud, due to a lack of familiarity with the text. Many students who have limited vocabulary will face difficulties when reading aloud. They may stumble or hesitate when they encounter new words, which can disrupt the flow and clarity of the reading. Therefore, researchers are motivated to raise this research title is : ***“Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli”***

1.2. Focus of the Research

Based on the background above, focus of the research is:

1. To analyze the students' ability in reading aloud at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli.
2. To analyze the factors influenced the students' ability in reading aloud at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli.

1.3. Formulation of the Research

Based on the focus of the research the formulated of the problem is :

1. How is the students' ability in reading aloud at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli?
2. What are the factors influenced the students' ability in reading aloud at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli?

1.4. Objective of the Research

The aim of this research are to analyze the students' ability in reading aloud and to find out the factors influenced students' ability in reading aloud, at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli.

1.5. Significance of Research

The significant of research results is the benefit to be achieved after conducted the research. The uses of this research are:

1. Theoretically

This research can provide insight into how the students' ability in reading aloud in English and factors influence of students' ability in

reading aloud in English. This research can complement existing learning theories and enrich academic understanding regarding students' ability in reading, factor causes in the context of English education

2. Practically

- a. For school, it can be an input for considering solutions to overcome the problem faced by students in reading comprehension especially in reading aloud in English
- b. For teachers, it is hoped that the results of this research will be considerations for finding appropriate solutions to the problem of students' ability in reading aloud in English
- c. For students, this research can help students to understand the problem of students' ability in reading aloud in English
- d. For researchers, obtaining and increasing knowledge about students' ability in reading aloud, factor causes in students' ability in reading aloud in English language